

**THE CORRELATION BETWEEN STUDENTS' ABILITY IN
LISTENING TO ENGLISH SONGS AND THEIR
PRONUNCIATION MASTERY**

A Thesis

**Submitted as Partial Fullfilment of
Requirments for S-1 Degree**

By :

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NPM : 1611040394



Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
2021M/1442H**

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ABSTRACT

In language learning, especially English, we recognize four skills namely listening, speaking, reading and writing. Listening skill is considered as the basic skill that needs to be improved since it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Listening is the activity with comprehension, attention and appreciation, then listening needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking and reading. Listening to the English song means that the listeners appreciate the lyrics, rhythm, vocal and melody and try to understand the meaning. Relating to the vocal and rhythm contain in English songs, the researcher can assume that it can be used as a medium to teach pronunciations to the students.

This research is dealt to find out the correlation between students' ability in listening to the English songs and their pronunciation mastery. This research was conducted by using correlation quantitative research method. 36 students' of eleventh grade at the first semester academic year 2020/2021 were taken as the sample of this research by product moment sampling. The instrument to collect the data of this research were test which contained 20 test of collect the data of listening test and 40 test to collect pronunciation score students.

From the result of the hypothetical test was 0.698 , Sig (P_{value}) for pronunciation mastery was .157, Sig (P_{value}) for ability in listening to the English songs was .140. because Sig (P_{value}) of pronunciation and listening ability song higher than 0,05. It means that H_0 accepted where the conclusion of this research is that there is a correlation between students' ability in listening to the English songs and their pronunciation mastery at the first semester of the eleventh grade of SMAN 1 Seputih Agung Central of Lampung in the academic year of 2020/2021.

Keyword: *Correlation, Listening skill, English songs, Pronunciation.*

DECLARATION

Hereby, I state this Thesis Entitled “THE CORRELATION BETWEEN STUDENTS’ ABILITY IN LISTENING TO ENGLISH SONGS AND THEIR PRONUNCIATION” is completely my own work, I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.

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A thesis, entitled: **THE CORRELATION BETWEEN STUDENTS' HABIT IN LISTENING ENGLISH SONG AND THEIR PRONUNCIATION MASTERY**, by **Apridayanti, NPM: 1611040394**, Study Program: English Education, was tested and defended in the examination session held on: **Thursday, April 22nd 2021**.

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MOTTO

وَاللَّهُ أَخْرَجَكُم مِّن بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ
لَكُمْ السَّمْعَ وَالْأَبْصَرَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾

*“And God brings you out of your mother's womb in a state of ignorance,
and He gives you hearing, vision, and conscience, that you may be
grateful.” (QS. An-Nahl:78)¹*

¹ AL-Qur'an 3 Bahasa: Arab, Indonesia, Inggris, (Depok: AL-Huda Kelompok Gema Insani) An-Nahl: 78

DEDICATION

From the bottom of my heart, this thesis is lovingly dedicated to everyone who cares and loves me. I would like to dedicate this thesis to :

1. Allah SWT who always loves me and keeps me everywhere and everytime.
2. My beloved parents: Mr. Rusli and Mrs. Nurmalia who always prays for my life and success, give the god advice and motivation for me to study hard until now.
3. My beloved sisters and brother: Rio Gading, Dhea Marlia and Nadya Maya Angelika who always gives me spirit and suggestion for my succes.
4. My beloved friends, who always support me to finish this thesis.
5. My beloved Almamater State Islamic University of Raden Intan Lampung.

CURRICULUM VITAE

The researcher's name is Apridayanti. She was born in Gunung Sugih on April 16th, 1999. She is the first child out of three children of Mr. Rusli and Mrs. Nurmalia. She has one brother and two sisters which names are Rio Gading, Dhea Marlia and Nadya Maya Anggelika.

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2. Meisuri, M.Pd, the Chairperson of English Education Study Program of States Islam University of Raden Intan Lampung.
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10. All of people who have completed the researcher's life. Thank you.

Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, February 2021
The Researcher,

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CHAPTER I INTRODUCTION

A. Background of the Problem .

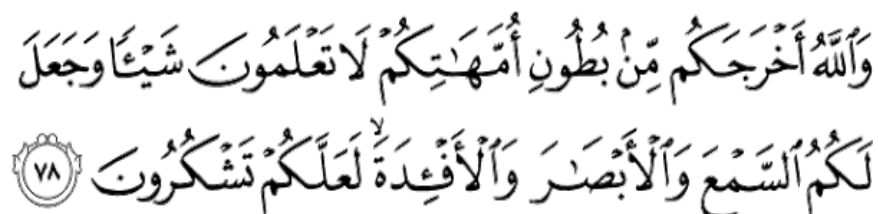
In the way to occupy the language of instruction in education, English also has several obstacles in taking on that role. As we know, in learning English it requires motivation and interest needed to be basic capital in learning English . there are many students who think that learning English is difficult to understand, the initial obstacle for students to learn English is the difficulty of adjusting the pronunciation of words that differ significantly with Indonesian language. Because in Indonesian Language there is no difference between spells and sounds. In Indonesian Language we pronounce that word by following how the words are spelled. However, in English how we spell and how we pronounce the same exactly word is almost totally different.

English has four skills, they are listening, speaking, reading and writing. For the first time, the human activity is listening. Listening has an important place in learning as it is one of the four major skills in language acquisition. Listening can occur at a number of point in teaching sequence.² Such as a baby, he listens to people speaking around him. He listens to the people communicate each other. After listening well, he imitates what the people speak, like bubbling³ After that he can speak well. Then he can read and write something. Listening and reading are receptive skills because learners do not need to produce language to do these. They

²Jeremy Harmer, *The Practice Of English Language Teaching*, (London: Person Education Limit ed, 2002), p.232

³ Nurjanah, Ira Miranti, Nina Dwiastuty, "The correlation between students' habit in listening song and students' english listening skill", *Journal of English education* from <http://ljournal.ppmunindra.ac.id> Retrieved on 23rd February 2020.

receive and understand it. These skills sometimes known as passive skills. Productive skills are speaking and writing. The learners use the language that they have acquired and produce a message through speech or written text that they want others to understand⁴. Allah the Almighty states in Holy Qur'an, An-Nahl (78)⁵ :



“And God brings you out of your mother's womb in a state of ignorance, and He gives you hearing, vision, and conscience, that you may be grateful.” (QS. An-Nahl:78)

According to Murphey Listening is the most frequently used skill in the language classroom.⁶ Therefore, it is obvious that listening is very important for the lives of studentss since it is used as a means of learning at all phases of instruction. Despite its significance in foreign language learning, the instruction of listening comprehension has been overlooked in many EFL classes. In accordance witht the above explantaion, listening is the primary skill that needs tobeacquired before people can speak. Listening plays a significant role in daily communication and educational purposes. Unfortnately, despite its pragmatic importance, listening skill receives inadequate to enable the learners to beable to perform different academic skills as mentioned earlier. Listening, as one of the means of language

⁴Mellasari Hadian, “The use of song lyrics in teaching listening”.*Journal of English and education*, Vol. 3 No. 1. From <https://pdfs.semanticscholar.org/e21f/ee12.pdf> Retrieved on 3rd March 2020.

⁵ Qur'an, available at: <http://quran/20/25/28> (Accessed 07:56 am, on April 13th 2020)

⁶ Murphey, T., *Music and Song*, (New York: Oxford University Press, 1992),p.177

communication, is used most widely in people's daily lives. About 45% of an adult's time concerns listening to the music. In linguistics, giving the students a lot of listening activities is a good way of enlarging their vocabulary. On the other hand, it also helps the students improve their listening comprehension.

The use of music and song in the English language-learning classroom is not new. It has been proven by many researchers that music and songs become one of the effective ways in English classroom. The different this research with another research is there in variable Y, where previous research focus on listening to the English songs habit meanwhile this research focus on ability in listening to the English songs. According to Brand and Li teachers of English as a second language (ESL) from around the globe enthusiastically report contributions to music education about their successful use of music and associated song lyrics with students.⁷ various teaching methods are used to teach ESL learners. There are several reasons songs might be helpful for learners and, according to research, music is the most important method to enhance the learning of ESL. Young learners enjoy music activities it helps the learners to relax and are beneficial in learning a second language. Song lyrics are embedded within a culture, its values, symbols, and beliefs.

The English teachers frequently use dialogue and also text to teach the students in speaking. The students are frequently asked by their English teachers to practice speaking dialogue or text and pay attention for pronunciation in front of the class. Pronunciation always has a close relation for all grade levels. The students must be conquering in four important skills such as, listening, speaking, reading and

⁷ Brand, M& Li, X. "Effectiveness of music on vocabulary acquisition Language usage, and meaning for mainland Chinese ESL learners", *Contributions to Music education*, Vol. 3.6 No. 1 From <https://pdfs.semanticscholar.org> Retrieved on 27th May 2020

writing. Speaking is closely related to pronunciation. When the students are asked by teacher to practice text in English, they also have to correct to pronounce the words or the sentences. Every normal person is expert in the skill of pronouncing his own language.⁸The activity means they are pronouncing. Pronunciating a language is a skill.

But, with this era globalization that has developed rapidly, there are many ways to solve problems in learning English pronunciation. Lukong states that listening is an active process where the listener plays very active part in constructing the overall message that eventually exchanged between listener and speaker.⁹ With the advances in technology, learning English, especially learning English pronunciation can be reached easily and do not have to learn with native speakers to understand English pronunciation. The existence of audio visual makes it easy for students to understand English pronunciation by learn listening skills. Audio visual to be fun media that can get interest student to learn English. Nowadays, songs and movies are very easy to find in every media, and many teenagers in Indonesia are really interest to listen and watch English songs and movies. English songs could be one alternative of good idea to teach English listening skill.

Harmer says that in the western world at least, English is a dominating language on popular culture. Pop music in English fulfills the planet's airwaves.¹⁰ thus many people who are not English speakers can sing words from their favorite

⁸ Meylan Sihombing, "The Correlation Between the students' pronunciation Mastery and Their Ability in Speaking", iournal of The second International Confedence on education and Language , From artikel.uhl.ac.id/index.php/icel/article/viewFile/312 Retrieved on 26th March 2020

⁹Lukong,*conceptofListening*".1998.p.30,From<http://www.schoolar.google.conceptlistening.com>Retrieved. On. 19th March 2020

¹⁰ Harmer, *Op. Cit.*p.121

English-medium songs. Listening to songs, which is the sound of music might interfere with the sounds of the words, but the rhythm or perhaps the rhyme of the lyrics, sometimes helps the listener to predict what lyrics come next.

In fact, present day most of teenagers love listening and even singing English songs. It might probably English songs are considered trend in this decade. After becoming a trend among teenagers, English songs can attract the attention of teenagers to be able to sing their original songs. English songs can also generate interest and curiosity about the contents and pronunciation of the lyrics contained in the song. Without them knowing it, by little they have learned how to pronounce English from native speakers or people who have good English language skills.

Based on pre-research that the researcher had observed at SMAN 1 Seputih Agung, the researcher found that the pronunciation of students in that school especially at the eleventh grade students still weak. Based on the observations of researchers at the school, the learning outcomes and motivation of eleventh grade students for learning English is still very low. The students are lazy to practice pronouncing English words. This can be seen from the lack of activeness of students in participating in on going learning. Many students still do not pay attention to the teacher in front of the class. besides that, there were also most students from eleventh grade who did not yet know the pronunciation of the words in English. According to them it is difficult to learn pronunciation in English because of the differences between writing and pronunciation. It can be seen from the result of observe in teaching learning process the whole of eleventh grade of SMAN 1 Seputih Agung with the English teacher at the school. Besides interviewing the English teacher of

the eleventh grade of SMAN 1 Seputih Agung, she is Mrs. Dwi Rizky Malahayati, S.S. :”the students a little understand about listening ability although with simple listening comprehension but student’s pronunciation mastery is still low and not optimal yet because the english language in the class just 25%, the students still not confuse to speak English. They still can not accurately in pronounce English word”. The researcher interviewed some students of the eleventh grade, the students told, they are still confused about the pronunciation and listening, more deeply in the pronunciation mastery. The students’ pronunciation and listening scores can be seen in the table below:

Table 1
The Data of Preliminary Result of Listening Ability of the Eleventh Grade of SMAN 1 Seputih Agung in the Academic year of 2019/2020¹¹

| No | Score | Class | | | | | Number of students | % |
|-------|-----------|----------|----------|----------|----------|----------|--------------------|------|
| | | XI IPA 1 | XI IPA 2 | XI IPA 3 | XI IPA 4 | XI IPA 5 | | |
| 1 | ≥ 70 | 19 | 15 | 11 | 15 | 13 | 73 | 41% |
| 2 | < 70 | 25 | 21 | 17 | 19 | 22 | 104 | 59% |
| Total | | 36 | 36 | 35 | 36 | 34 | 177 | 100% |

Source: Teacher Documentation of the Eleventh Grade of SMAN 1 Seputih Agung

Based on the table above, achievement of students’ listening ability from SMAN 1 Seputih Agung is not yet optimally. But there are 73 students or 41 students that pass from the KKM (Kriteria Ketuntasan Minimum) Score while 77% of them not complete yet. The KKM score is 70. That is why, 104 students have difficulty in Listening.

¹¹ Document of SMAN 1 Seputih Agung, Result of Preliminary research on March, 15th 2020

Table 2
The Data of Preliminary Result of Pronunciation Mastery of the Eleventh Grade of SMAN 1 Seputih Agung in the Academic year of 2019/2020¹²

| No | Scale | Class | | | | | Number of students | % |
|--------------|---------------|-------------|-------------|-------------|-------------|-------------|--------------------|-------------|
| | | XI IPA 1 | XI IPA 2 | XI IPA 3 | XI IPA 4 | XI IPA 5 | | |
| 1 | 5(Excellent) | 3 | 2 | 3 | 2 | 0 | 10 | 05,6% |
| 2 | 4 (Very Good) | 4 | 4 | 5 | 6 | 3 | 22 | 12,4% |
| 3 | 3 (Good) | 7 | 7 | 6 | 9 | 5 | 34 | 19,2% |
| 4 | 2 (Average) | 8 | 13 | 7 | 11 | 15 | 54 | 30,5% |
| 5 | 1 (poor) | 14 | 10 | 14 | 8 | 11 | 57 | 32,3% |
| Total | | 36 | 36 | 35 | 36 | 34 | 177 | 100% |

Source: Teacher Documentation of the Eleventh Grade of SMAN 1 Seputih Agung

Based on the data above, it can be seen the achievement of the students practice in pronunciation mastery from SMAN 1 Seputih Agung is not optimally yet. There are many students low in their achievement in pronunciation. Just 05,6% or 10 from 177 students that obtained the criteria of excellent in pronunciation. That is why, most of students have difficulty in pronunciation practice in produce the English words.

School facilities can also affect students' ability to learn languages, such as what media will be used in a class suitable specifically for learning listening. In accordance with what has been observed, the authors see SMAN 1 Seputih Agung already has sufficient facilities to support language learning activities such as computer laboratories, LCDs, and speakers. However, there is no specialized lab for languages, but with a few existing facilities can improve students' ability to learn English, especially learning listening .

¹² Document of SMAN 1 Seputih Agung, Result of Preliminary research on March, 15th 2020

Concerning the first previous related study comes from Neli Afifah in her thesis entitled “A Correlation Between Habit In Singing English Song and Students’ Pronunciation Ability at the Second Semester Of The Eighth Grade Of Mts Al-Ishlah South Lampung In Academic year of 2017/2018.”¹³ The result of her research showed the coefficient correlation between the two variables was $0,386 > 0,325$ or $r_{count} > r_{table}$ and $2.440 > 2.030$ or $t_{count} > t_{table}$. So, she concluded that there was correlation between habit in singing English song and students’ pronunciation ability at the second semester of the eighth grade of MTs South Lampung in the Academic year of 2017/2018.

Another research in this matter was conducted Nurkholis Solehudin in his thesis entitled “The Correlation Between Students’ Listening English Songs Habit and Their Listening Skill at the Second Semester of the Eleventh Grade of MA Al-Islam Bunut Pesawaran in the academic year of 2016/2017.”¹⁴ The result of the first hypothesis test showed that there is a significant correlation between students’ habit in English song (X) and listening skill (Y). It can be proved from the product moment correlation test result that $r_{xy} > r_{table}$ ($1.930 > 0.843$) for the level of significance 0.05. it means that English song (X) is a good predictor for the success of listening skill (Y).

¹³ Neli Afifah, “*A Correlation Between Habit In Singing English Song and Students’ Pronunciation Ability at the Second Semester Of The Eighth Grade Of Mts Al-Ishlah South Lampung In Academic year of 2017/2018*,” Published, Bandar Lampung,, State Islamic University of Raden Intan Lampung, 2017.

¹⁴ Nurkholis Solehudin, “*The Correlation Between Students’ Listening English Songs Habit and Their Listening Skill at the Second Semester of the Eleventh Grade of MA Al-Islam Bunut Pesawaran in the academic year of 2016/2017*,” Published, Bandar Lampung, State Islamic University of Raden Intan Lampung, 2016.

Based on the explanation of the background above the researcher is interested in doing a research entitled “The Correlation Between Students Ability in Listening to English Songs and their English Pronunciation at the first semester of the eleventh grade of SMAN 1 Seputih Agung Central of Lampung in the Academic Year 2020/2021.

B. Identification of the Problem

Based on the background above, the researcher is concerned with a correlation between ability in listening to the English songs and students' pronunciation. Therefore, the problem can be identified as follows:

1. The students' ability in listening and pronunciation is still low.
2. Some of the students' can not accurately in pronounce English words.
3. The students are lazy to practice pronouncing English words.

C.Limitation of the Problem

The researcher focuses on the correlation between students' ability in listening to English songs and their English pronunciation mastery at the first semester of the eleventh grade of SMAN 1 Seputih Agung central Lampung in the academic year 2020/2021.

D.Formulation of the Problem

Based on the identification and limitation of the research, the researcher formulates of the problem as follows: Is there any correlation between students' ability in listening to English songs and their English pronunciation mastery at the

first semester of the eleventh grade of SMAN 1 Seputih Agung central Lampung in the Academic year of 2020/2021 ?

E.Objectives of the Problem

Based on the formulation of the problem above, the objectives of the research is to know and describe, whether there is a significant correlation between students' ability in listening English songs and their English pronunciation mastery at the first semester of the eleventh grade of SMAN 1 Seputih Agung central Lampung in the academic year 2020/2021.

F. Use of the Research

The researcher expected the result of this research can be used as the information as follows:

1. To give information to English teacher about correlation between students ability in listening to English songs and their English pronunciation at first semester of the eleventh grade of SMAN 1 Seputih Agung central Lampung in the academic year 2020/2021.
2. To give contribution to the English teacher and the students to know the correlation between students' ability in listening to English songs and their English pronunciation at the first semester of the eleventh grade of SMAN 1 Seputih Agung Central Lampung in the academic year 2020/2021.

G. Scope of the Research

The scope of the research are:

1. Subject of the Research

The subject of the research was students at the eleventh grade of SMAN 1 Seputih Agung, central of Lampung.

2. Object of the Research

The object of the research was students' ability in listening to the English songs and their English pronunciation.

3. Place of the Research

The research was conducted at SMAN 1 Seputih Agung Central of Lampung.

4. Time of the Research

The research was conducted at the first semester in the academic year of 2020/2021.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Pronunciation

1. Concept of Pronunciation

As English learners which English as a foreign language, pronunciation is something important to be learned. Pronunciation teaching not only makes students aware of different sounds and sound features, but can also improve their speaking. Concentrating on sounds, showing where they are in mouth, making the students aware of where words should be stressed all this things give them extra information about spoken English and help the students achieve the goal.¹⁵ Dalton says that pronunciation is the production of significant sound in two senses, First sound is significant because it is used to achieve meaning in contexts of use.¹⁶ In the same way, pronunciation is the way to sound languages so that meaningful. Pronunciation is the way in which way a language spoken; the way in which a word is pronounced; the way a person speaks the words of language. That is why when person mispronounce a word, it will change the meaning and make other people or listener confused.

According to Gilbert, almost all English learners think that they don't need to learn pronunciation.¹⁷ Pronunciation is one of difficult parts of in learning English. It is supported by the fact that some students have difficulties in pronunciation because

¹⁵ Jeremy Harmer, *The practice of English Language Teaching*, (London, Longman Group, 2007),p.183

¹⁶ E dalton, *Teaching Pronunciation*, (London, Longman Group Ltd, 1989),p.3

¹⁷ Gilbert and Judy. B., *Teaching pronunciation using the Prosody pyramid*,(New York: Cambridge University press, 2008), p.38

they are less motivated to speak English. Many students have learned English for a long time but still unable to pronounce English word correctly, especially students in Senior High School. Based on several theories above the researcher concluded that pronunciation refers to produce the sounds that we use to make a meaning .

2. Pronunciation Mastery

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention gesture and expression that are closely related to the way we speak a language.¹⁸ in other words, pronunciation is the way production of the sounds which a language or particular word spoken.

Pronunciation is a particular way of uttering words in general. There are differences of English pronunciation; there are also individual peculiarities for which it is difficult or impossible to understand. Pronunciation is a noun, way in which a language or a particular word or sound is spoken. Among these sounds there are some who have an extremely close so it is very difficult to be interpreted when heard by non-native speakers. How to pronounce the sound of a word in English is called as the pronunciation is usually written with symbols in a slash. These components range from the individual sounds that make up speech, to the way in which pitch-rise and fall of the voice. It is use to convey meaning. A word can be spoken in different ways by various individuals or groups, dependinng on many

¹⁸ Mohammad Syarif Hidayatullah, "Improving students' Pronunciation through western movie media" Journal al-insan vol.3 No.1 From <http://journal.iaingorontalo.ac.id/index.php/al> Retrieved on 24th July 2020

factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

Pronunciation is a set of habits of producing of each sound and pronunciation of words, phrases, and sentences with correct spelling, compressing and or correct intonation. In addition, there is a way how to read the word correctly called ‘phonetic transcription’ (phonetic transcript), which s defined as a kind of alphabetic writing where each letter represent a sound. Phonetic transcript aim is to provide clear and unambiguous to the language learner, for example, the sound of which one should be used on a word or phrase and in what order to use the sound.

Mastery is great knowledge about something or understanding of particular thing.¹⁹ In another source, mastery is knowledge and skill that allows someone to do, use, or understanding something very well. Mastery is comprehension knowledge or skill in a subject or accomplishment or in particular subject.

Based on definition above, the researcher concluded that pronunciation Mastery is the great ability or skill to understanding about the act or manner of pronouncing words that conducted of some indicators such as sound, intonation, stress and rhythm.

3. English Speech Sound

Speech sound are certain acoustic effort voluntary produced by the organ of speech, they are the result of definite actions performed by these organs²⁰. speech

¹⁹ Oxford Dictionary, International Students’ Edition

²⁰ Daniel Jones, *The Pronunciation of English*, (London: Cambridge University Press, 1958), p.11

sounds can be represented visually by means of written symbols of writing. The symbols are called “Phonetic Transcription”. For instance: if a phonetics symbols /ʃ/ represent the consonant sound of the word “Fashion”. Every speech sound belongs to one or other of two main classes known as vowels and consonant.

4. The Elements of English Sounds

Pronunciation refers to the production of sound that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra-segmental aspects), how the voices projected (voice quality) and, in its broadest definition, attention to gesture and expressions that are closely related to the way we speak a language.²¹ There are two kinds of element of pronunciation, namely: supra segmental feature and segmental features and six basic components of pronunciation which include intonation, stress and rhythm, vowel and consonant, initial sounds and final sounds, and voice and voiceless sounds.

a. Segmental Feature

Segmental refers to the sounds units which are arranged by inn a sequential order in speech, the sound units of utterance are represented by the phonetic symbols. Those segmental features are vowel and consonant.

1) Vowel

A vowel are sounds in spoken language that is characterized by an open configuration of the vocal tract so that there is no built-up of ar

²¹ David Nunan, Practical English language Learning Teaching, (New York: McGraw Hill, 2003), p. 112

pressure above the glottis. vowel is made by voiced air passing through different mouth-shapes: the differences in the shapes of the mouth are caused by different position of the tongue and of the lips.²² Vowel sounds are produced by air from the lungs which vibrate when the air in the mouth is not blocked. There are five vowels in English (a, e, I, o, u) which compose the different vowel sound and are made by lowering the jaw and by changing the position of tongue .

According to Jones, the qualities of vowels depend upon the position of the tongue and lips²³, they are :

- a) Front Vowels, in the production of which the ‘front’ of the tongue is raised in the direction of the hard palate, example / i:/ in /fi:d/ (feed)
- b) Back vowels, in the production of which ‘back’ of the tongue is raised in the direction of the soft palate, example /u:/ in /fu:/ (food)
- c) Central vowels, vowel intermediate between front and back, example /ɜ:/ in /bɜ:d/ bird.
- d) Close vowels, when the tongue is held as high as possible consistently with not producing a frictional noise. For example, /i:/ in /fi:d/ feed and /u:/ in /fu:d/ food.
- e) Open vowels, when the tongue is held as low as possible as in /a:/ in /fa: ðə / father.

2) Consonants

²² J.D. O’ connor, *Better English pronunciation*, (New York: Cambridge University, 1980), p.79

²³ Daniel Jones, *The Pronunciation of English*, (London: Caambridge University Press, 1958), p. 12

Consonant is produced when there is some obstruction made by two articulators against the out-going air somewhere in the mouth cavity. As O'Connor stated that there are two reasons why the consonant is important in the word. First, consonant contribute more to make English understandable.²⁴ Second, consonant are generally made by a definite interference of the vocal organ with the air stream, and so are interference of the vocal to describe and understand.

For example :

| | |
|---|---|
| /p/ <u>p</u> ut, sup <u>p</u> er, li <u>p</u> | /m/ <u>m</u> an, dru <u>m</u> mer, co <u>m</u> b |
| /f/ <u>S</u> how, wa <u>s</u> hing, ca <u>sh</u> | /f/ <u>f</u> ine, co <u>ff</u> ee, lea <u>f</u> |
| /b/ <u>b</u> it, ru <u>b</u> y, pu <u>b</u> | /n/ <u>n</u> o, ru <u>n</u> ner, pi <u>n</u> |
| /z/ lei <u>s</u> ure, vi <u>s</u> ion | /v/ <u>v</u> an, o <u>v</u> er, mo <u>v</u> e |
| /t/ <u>t</u> wo, le <u>t</u> ter, ca <u>t</u> | /ŋ/ you <u>n</u> g, si <u>n</u> ger |
| /h/ <u>h</u> ome, a <u>h</u> ead | θ/ <u>th</u> ink, bo <u>th</u> |
| /d/ <u>d</u> eep, la <u>dd</u> er, re <u>a</u> d | l/ <u>l</u> et, si <u>ll</u> y, fa <u>ll</u> |
| /ʃ/ <u>ch</u> air, na <u>t</u> ure, wa <u>tch</u> | /ð/ bro <u>th</u> er, <u>th</u> e, smoo <u>th</u> |
| /k/ <u>c</u> an, lu <u>ck</u> y, si <u>ck</u> | /r/ <u>r</u> un, ca <u>rr</u> y |
| /dʒ/ <u>j</u> ump, pi <u>g</u> eon, bri <u>d</u> ge | /s/ <u>s</u> oup, fu <u>ss</u> y, le <u>ss</u> |
| /g/ <u>g</u> ate, ti <u>g</u> er, do <u>g</u> | /j/ <u>y</u> ou, <u>y</u> es |
| /z/ <u>z</u> oo, bu <u>s</u> y, u <u>s</u> e | /w/ <u>w</u> oman, <u>w</u> ay |

²⁴J.D. O'Connor, *Op. Cit.*p.72

Consonant are formed by interrupting, restricting or diverting the air flow in a variety of ways. There are three ways of describing the consonant sounds.²⁵

- a. The manner of articulation refers to the interaction between the various articulators and airstream. For example, with plosive sound, the articulators act such a way that the air is temporarily trapped, and then suddenly released.
- b. The place of articulation give more information about what the various articulators actually do. The example term 'bilabial, for example, indicate that both lips are used to form a closer.
- c. The force of articulation, the following term are used: fort is or strong, and lenis or weak.

The English consonant consist of twenty-four. Those are /p/, /b/, /d/, /k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /y/. It is quite different with the condition in Indonesian. There are only 5 vowels, 21 consonants and 3 diphthongs. It is possible if the students find difficulties when they learn English. In pronunciation we have to paying attention to the inndicators of pronunciation. According to Djiwandono in Herman, there are four indicators of pronunciation, there are; intelligibility, fluency, accurancy and native-like.²⁶

²⁵ Ramelan, *English Phonetic*, (Semarang: UNNES Press, 2003),p. 12

²⁶ Herman, "Student' Difficulties in Pronouncing the English labiodendal Sounds. *International Journal of Communication and Linguistic studies*". Vol.2, No. 1 October 2016, (Pematangsiantar: University of HKBP Nommensen Indonesia, 2016), pp. 1-5 <http://www.sciencepublishinggroup.com/journal/paperinfo?journalid=357&doi=10.11648/j.cls.20160201.11>

- a) Intelligibility is pronounced of the whole text and its parts are heard clearly or not causing misunderstanding.
- b) Fluency is a whole of text can be pronounced Fluently.
- c) Accuracy is words and parts of text are pronounced accurately.
- d) Native-like is pronounced of the whole text its parts are pronounced like native speaker.

b. Supra Segment feature

Supra segmental feature refers to such feature as stress, pitch, intonation and other features that always accompany in the production of speech. There are three kinds of supra segmental features, those are:

1) Stress

By 'stress' is meant the degree of force or loudness with which a syllable is pronounced so as to give it prominence.²⁷ Stress can be classified into two kinds, namely: a word stress and sentences stress (wahyukti, 2008:30). stress has a big role in English because different stress will changed the meaning and intention. Where emphasis is placed in words and sentences, the stress syllable is the part of a word or phrase which has the greatest emphasis because the speaker increase the volume or changes the pitch of their voice when saying the syllable like 'important', 'complain', 'medicine' etc. Stress can fall on the first, middle or syllables of words. English is a stress-timed language. That means that stressed syllables are shortened, as is shown here:

²⁷ Ramelan, *Op. Cit.*p.25

Table 3
The example for Stress

| Ooo | oOo | ooO |
|------------|------------|------------|
| SYLLabus | Engagement | Usherette |
| SUBstitute | baNana | Kangaroo |
| TECHnical | phonetic | underSTAND |

The words in the first group (Ooo) are all stressed on the first syllable, the words in the second group are stressed on the second syllable, and those in the third group are stressed on the third syllable.²⁸

2) Intonation

Intonation is the movement of the voice between high and low pitch as Baker stated intonation is the tune of the sentences, comparable with the rise and fall of the tune in a piece music.²⁹ In this case , intonation does not change the meaning, but tune we use adds something to the words, and what it adds is the speaker's feeling at the moment.³⁰ intonation was used to express many different meanings, includes emotion and attitudes. The word "yes" for example, can be said with falling voice, araising voice we can make "yes" mean "I agree" or perhaps it is "true" or "you can not be serious" or "wow, you are so right" or any number of other things.

3) syllables

²⁸ Gerald Kelly, *How to Teach Pronunciation*, (New York: Pearson Education Limited, 2000), pp. 66-67

²⁹ Baker, A, *Ship or Sheep?*, (Cambridge University Press, 1981)p.17

³⁰ J.D. O'connor, *Op, Cit*.p.108

Syllable is a sound unit in a word or one beat. For example you can clap your hand one time when saying “May” and three times when saying “December”. “May” has one syllables and december has three syllablea Baker As an addition we can see³¹:

| | |
|--------------|------------------|
| Start | :One syllable |
| Be-gin | :two syllables |
| By-cy-le | :Three syllables |
| E-du-ca-tion | : Four syllables |

In conclusion, pronunciation has two main features; there are segmental and supra segmental features. Segmental features includes phoneme that consist of vowel and consonant. And suprasegmental includes stressing and intonation. In this research the researcher does not asses all aspects of two main features. The researcher only focus on the *Vowel and Consonant* aspects of students' pronouncing in segmental features and focus assessing on the *Stress* aspects in supra segmental features.

According to the relationship between the components of the evaluation of learning outcomes with learning activities, pronunciation skills test should be conducted with a variety of targets based on elements that are part of the ability to recite. The elements that include:

- a) The clarity of pronunciation (intelligibility)
- b). Pronunciation fluency (Fluency)

³¹*Ibid*.p.19

c). Pronunciation accuracy (accuracy)

4. Assessing Pronunciation

Assessment is a long of stabilizing students's outcome, ensuring that student has sufficient opportunities to achieve those outcome, systematically gathering, analyzing, and interpreting students to determine how well their learning in teacher's expectation, using the information and improve student learning³². Gilbert states that there is a focus word-the most important word in the thought group. Within the focus word, one syllable is given the main stress. The syllable functions as the peak of information within the thought group, it is sometimes called the nucleus, or the peak. The sounds in this syllable must be clear and easily recognized, because this is the center of meaning of the thought group.

According to Broughton, etc the structure of the structure the sound system involves not only the vowels and consonants, the segmental features, but also stress and intonation, the supra-segmental features. It means that pronunciation consists of segmental and supra segmental or non segmental features or phonemes. Segmental phonemes consist of vowels and consonants. Non segmental phonemes consist of stress, pitch, intonation, and juncture.³³

Based on the theories, there are many aspects in assessing pronunciation. They are vowel, consonant, stress, intonation, pitch and juncture. However, some of aspects above not happen in assessing pronunciation in this research, because they only word by word separately in a sentence. The aspects which will not use in the

³² Linda, Suskie and Banta, *Assesing Students Learning: A common Sense Guide*. (United State of America : Josey Bass a Wiley Imprint, 2009).,p.4

³³ Broughton, Geoffrey, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas, *Teaching English as a Foreign Language*. (New York: Routledge, 1980),p. 52

research are pitch, intonation, and juncture. Because in this research the researcher only ask students to pronounces word in isolation, the researcher only focuss on stress, vowel, and consonant aspects in assessing pronunciation. Aspects like pitch, intonation and juncture not happen in this research.

Table 4
The Rating Sheet score of Students' Pronunciation Mastery

| No | Aspect | Rating Score | Comment |
|----|-----------|--------------|--|
| 1 | Stress | 5 | Almost complete |
| | | 4 | There is amistake and disturb the meaning |
| | | 3 | There are some mistake and disturb the meaninng |
| | | 2 | Many mistake with the result that hard understanding |
| | | 1 | Too much mistakes until the words harder understanding |
| 2 | Vowels | 5 | Almost complete |
| | | 4 | There is a mistake and disturb the meaning |
| | | 3 | There are some mistake and disturb the meaning |
| | | 2 | Many mistake with the result that hard understanding |
| | | 1 | Too much mistakes until the words harder understanding |
| 3 | Consonant | 5 | Almost complete |
| | | 4 | There is a mistake and disturb the meaning |
| | | 3 | There are some mistake and disturb the meaning |
| | | 2 | Many mistake with the result that hard understanding |
| | | 1 | Too much mistakes until the words harder understanding |

Source: H. Dauglas Brown, *language Assesment Principle and Classroom Practice* (New York:University Press; 2003) p. 172-173

Criteria of the score:

5 = Excellent

4 = Very Good

3 = Good

2 = Average

1 = Poor

the formula is :

$$Score : \frac{\sum B}{N} \times 100$$

Notes :

$\sum B$: Total of the test which is correct

N : Total of the test

Based on this oral rating sheet, there are three aspects to be considered: stress, vowels, and consonant.

B. Listening

1. Concept of listening

Listening is known for the basic skill because as in language learning we have to be able to have conversation with others as we have to understand what people say. If a baby is born deaf he cannot hear these sounds and therefore cannot imitate them and will not speak.³⁴ But normal babies can hear and can imitate; they are wonderful imitators. And this gift of imitation, which gives us the gift of speech. He also states that it is well known that a child of ten years old or less can learn any language perfectly, if it is brought up surrounded by that language, no matter where it was born or who its parents were.

Although every oral communication is opportunity for developing listening skill and fostering good listening habits, an organized instructional program planned in detail and evaluated with adequate attention to objective should be part of every classroom. "specific teaching activities should generally have these characteristics: a

³⁴ J.D. O'connor, *Op. Cit.*p.2

clearly defined purpose, preliminary attention to unfamiliar vocabulary and ideas, and some provisions for follow-up.

Based on theoretical above listening is not a passive skill, listening is a creative skill that basic skill in language learning we have to be able learn because as in language laearning we have to able to have understand in people say on conversation with others, in other word listening is the foundation of speaking and writing.

2. Listening Ability

In language learning, especially English, we recognize four skills namely listening, speaking, reading, and writing. Listening skill is considered as the basic skill that needs to be improve since it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Lsteninng is different from hearing. Hearing is a physical ability while listening is a skill. Listening means paying attention and making an effort to process what you herad. In other words, listening skill allows students to understand what someone is talking about. Rivers state in Jti Endah Sari Journal, listening is not a passive skill, nor even as traditionally been believed, a receptive skill. Listening s a creative skill.³⁵ In order to comprehend the sound falling on our ears, we take the raw material of words, and the rise and fall of the voice, and from this material we create a significance.

³⁵ Jati Endah Sari, Nuhung, Hastini, "The correlation between students' ability in listening to the English songs and their vocabulary mastery" *e-Journal of English Language Teaching Society (ELTS)* vol.01No.1 from file:///D:/proposal/referensi/THE CORRELATION BETWEEN STUDENTS ABILITY.pdf Retrieved on 23rd July 2020

Listening to the language itself may help students try to get the meaning or listening skill allows the students to understand what someone is talking about as stated listening means paying attention and making an effort to process what you heard. In other word, listening skills allows you to understand what someone is talking about.

From the statement above, listening skill is considered as the basic skill that needs to be improved since it provides the aural input that serves as the basic for language acquisition and enables learners to interact in spoken communication. Listening is different from hearing. Hearing is physical ability while listening is a skill. listening means paying attention and making an effort to process what we heard .

3. Listening Activities

There are process in Listening activity as follows:

a. Bottom-up Process

These are the processes the listener to assemble the message piece by piece from the speech stream, going from the parts to the whole. Bottom up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonemic, syllabic, syntactic, semantic, propositional, pragmatic and interpretive.³⁶It means that bottom-up process more focus on grammatical relationship in the words. So the listeners understand with the sounds, words, intonation, grammatical structure, and other components of spoken language.

³⁶ I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2009),p.40

b. Top-down Process

Top-down process involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inferencing. In top-down process the listeners should have other background information that they bring to the text. The listeners can predict what kind of information from the text have prediction about the text that they will hear before.

According to Mary Finnochiaro and Michael Binomo said to increase the listening skill the learners are suggested to practice such activities as follow:

- a. Listening to students' pronunciation to correctly by themselves:
 1. Present sounds, sounds sequences, intonation patterns, and utterances with activities.
 2. Gives clues or ask questions to simulate appropriate responses on pattern practice activities.
 3. Tell a story;
 4. Read a passage, poem or play;
 5. Model a dialog;
 6. Tell about an incident that happened to someone else;
 7. Establish the situation for a dialogue, a film, a radiobroadcast, etc;
 8. Give a dictation (gradually increasing the number of the syllable the students are retain before they write);

9. Give a listening comprehension exercise;
10. Give directions for test;
- b. Listening to other pupils while they are giving directions, ask question, give summaries, recount incident (e.g what they saw or what happened on their way to school).
- c. Engaging in a dialogue dramatization.
- d. Listening to outside speakers or to other personnel.
- e. Listening to the same phonograph record of language lessons, songs, plays, poems, speeches many time.
- f. Listening to tape recordings of **pronunciation**, structure or vocabulary drills; dictation; comprehension exercises; poem; speeches; songs; lectures; or plays often enough so that they can anticipate or “supplement” what they are about to hear.
- g. Listening to sound forms several times-those especially prepare for language learners or short clips of longer or general ones or selected radio or television programs.
- h. Engaging on telephone conversation.
- i. Interviewing people.
- j. Going to the movie and or theater.

4. Types of Listening

According to Brown there are four types performance of listening:

- a. Extensive listening

Listening develop a top down, global understanding of spoken language.

Extensive performance ranges from listening to lengthy lectures to listening to

a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive.

b. Responsive

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, and so on) in order to make an equally short response.

c. Intensive listening

Listening for perception of the components (phonemes, words, intonation, discourse marks, and so on) of a larger stretch of language.

d. Selective

Processing stretches of discourse such as short monologues for several minutes in order to scan for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom direction from teacher, Tv or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, numbers, a grammatical category, directions (in a map exercise), or certain facts and events.³⁷

Moreover Broughton, pointed out there are extensive and intensive types in listening. Extensive listening can be used for two different purposes. A very basic is the presentation of already known material in a new environment. This could be a recently taught structure or say, a lexical set which was introduced months before

³⁷ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: Longman, 2004), p. 120

and needs revision. Whereas extensive listening is concerned with the freer, more general listening to natural English, intensive listening is concerned, in a much more controlled way, with just one or two specific points. Clearly in this second case the meaning of the language must already be generally familiar.³⁸ It means that in intensive listening the listeners must be familiar with the language than in extensive listening.

It can be concluded that each type of listening has different purpose and way for the listeners to understand the message and the meaning from their listening activity. Firstly in intensive listening, listeners just asked to get the components. While in responsive listening, listeners should understand short stretch of language like a greeting and question.

5. Assessing Listening

Assessment is very important in the teaching-learning process because the teachers need to give grade and feedback to the students. It will help to analyze the students' problems. Brown said that assessment is both important because as the teachers need to give grades and because they want to provide feedback.

In the teaching and learning process of listening, there are some ways of assessing tasks and techniques in testing listening. Rosting in Helegesen and Brown outlines some listening assessment and testing techniques. They are as follows:

1) Discrete-item tests

- a. Multiple choice questions following a listening test (responses scored right or wrong)

³⁸ Moeffrey Broughton and Christopher Brumfit, *Teaching English as a Foreign Language*, (New York: Routledge, 1980), p.72

- b. True-false format (responses scored right or wrong)
- c. Open question following presentation of a listening test (questions scored on a scale or correctness and completeness)
- d. Standardized test scores (e.g., TOEFL or TOIEC)

2) Integrative test

- a. Open summarizing of a listening text (scored in scales of accuracy and inclusion of facts and ideas)
- b. Close summarizing of a text (scored on correct completions of blanks)
- c. Dictation, complete or partial (score based on supplying the correct missing words)

3) Communicative tests

Written communicative task involving listening (scored on the basis successful completion of a task, such as writing a complaint letter after hearing a description problem).

4) Interview tests

- a. face of face performances with the teacher or another students (scored based on a checklist of items, such as appropriate response to questions, appropriate use of clarification questions)
- b. Extended oral interview (scoring is keyed to a scale of native-like behaviors, such as the Foreign service Institute scale)

5) Self Assessment

- a. the learner rates self on given criteria, via questionnaire

- b. the learner provides holistic assesment of their own abilities via oral or written journal entries.

6) Portofolio assesment

- a. The learner is observed and evaluated periodically throughout the course on behavior in tasks and other clas activeties: observations maybe audio or videotape.
- b. portofolios may include any or all of the above types of objective and subjective measures.

According to Brown, informal assesment is involved in all incidental, unplanned evaluative coaching, and feedback on task designed to elicit performance. It often implies the observation of the process of learning³⁹. There are two kinds of assesment, they are formal and informal assesments, there is summative assesment which is formal and result oriented in that the students always receive a grade. Brown says there are four designs in listening task. Thoses focus on the micro-skills. Those are intensive, responsive, extensive and selctive listening. Those have different task design that mentions as follow:⁴⁰

1). Designing assesment task: (intensive listening)

a. Recognizing phonological and morphological elements

The first assesment task is recognizing phonological and morphological elements. It is classic task that is given to the test-takers. It gives a spoken stimulus and asks the test-takers to identify the stimulus from two or more choices.

³⁹ H. Doughlas Brown, *Principles of Language Learning and Teaching*. (New York: Longman,2001), p. 402

⁴⁰ H. Douglas Brown, *Language Assesment* . (New York: Pearson Education, 2004), p.122

b. Paraphrase recognition

the next assessment task is paraphrase recognition. It is frequently assessed by providing a stimulus sentence, and then, asking the test-takers to choose the correct paraphrase.

2) Designing assessment task: responsive listening

A question and answer can provide some interactivity in the listening task.

3) designing assessment tasks: extensive listening

a. Dictation

the test-takers hear a passage recited three times. Those have different speed, first in normal speed, then with long pause between phrases and the last with the normal speed.

b. Communicative stimulus-response task

the test-taker is presented a dialogue or monologue, and then, they are asked to respond to a set of comprehension questions.

4) Designing assessment tasks: selective listening

a. listening cloze

it is sometimes called as cloze dictation or partial dictation. The test-takers listen to the story. It can be a monologue, or conversation. Then the test-takers are asked to fill the missing words with the correct answer based on the monologue or the conversation.

b. information transfer

“selective listening can be assessed through an information transfer technique in which aurally processed information must be transferred to a visual

representation such as labeling the diagram, identifying an element in a picture and so on”.

In this research, the researcher focuses on intensive listening, because listeners just asked to get the components of language such as vowel, consonants, and stress of students' pronouncing. This is The following an example of an authentic assessment for Ability in Listening to the English songs that will be given. There are three tasks given by the teacher to assess students' listening skills, namely:

- a) listen to the following song and then answer the questions
- b) listen to the sentences in the following song and write them in your book, then arrange them to be the right song lyrics.

C. English Songs

Music activities help the learners to relax and are beneficial in learning a second language. Brand & Li advocated that using song lyrics in helping to create a natural speaking environment that more closely to the intercultural communication skills is necessary for students to understand English and to be understood by others.⁴¹ Song lyrics are embedded within a culture, its values, symbols, and benefits. Thus according to them, exposure to song lyrics also teaches vocabulary, grammar, rhythmic speech, phrases, and meanings. However, songs can present a problem particularly with teenage students; because it is often difficult to know exactly which

⁴¹ Brand & Li, X, “Effectiveness of Music on Vocabulary Acquisition, Language Usage and Meaning for Mainland Chinese ESL Learner”. Vol. 36, No.1. From <https://pdfs.semanticscholar.org> Retrieved on 21 May 2020

songs the students like at any particular time, and which songs, very popular last week have suddenly gone.⁴²

Song is a musical composition and contains vocal parts that are performed with the human voice and generally feature words or lyrics, commonly accompanied by other musical instrument. Songs may also be instrumental in helping teacher to teaching pronunciation. Songs can be broadly divide into many different forms. There are : art songs, popular songs and folk songs.⁴³

a. Art song

Art songs created for performance in their own right, usually with piano accompaniment, although they can also have other types of accompaniment such as an orchestra or string quartet, and composer and require voice training for acceptable performances. The lyrics are often written by poet or lyricist and the music is composed by composer.

b. Folk song

Folk songs are songs of often anonymous origin or public domain that are transmitted orally. They are frequently a major aspect of national or cultural identity. Art songs often approach the status of folk songs when people forget who the author was. Folk songs are also frequently transmitted non-orally, especially in the modern era. Folk song exist in almost every culture.

c. Popular song

Modern popular songs are typically distributed as recordings, and are played on the radio, through all other mass media that have audio capabilities are

⁴² Jeremy Harmer, *The practice of English Language teaching*, (United Kingdom: Pearson education 2007), p.30

⁴³ T.D. Griffe, *Songs in Action*, (Heartfordshire: Phoenix, 1995).p.5

involved. Their relative popularity is inferred from commercially significant sales of recordings, ratings of stations and networks that play them, and ticket sales for concerts by the recording artists. A popular song can become a modern folk song when member of the public who learn to sing the recorded version teach their version to others. Popular songs maybe called pop songs for short, although pop song or pop music may insteadbe considered a more commercially popular genre of popular music as a whole.

In selecting songs to teach particular consonant, vowel and diphthongs sound some criteria must be considered. As languages differ in theoir range of sounds, studentts have to learn to ‘physically’ produce certain sounds previously unknown to them. However, incorrectly pronounced sounds strain can change the meaning. Songs, and especially the chorus provide real and ‘catchy’ examples of how whole phrases are pronounced often to the extentt whole students find it difficult to pick out individual words. The music further emphasizes the ‘flow’ of the words, songs, like other spoken texts, are full of contractions that make students keen to produce this. At this point, teachers can select and use songs containing some cintracted words to convince the students that ‘contractions’ in English are very natural. Songs containing word ocmbanitions such as ‘I’m’; ‘I can’t see’; and many other will be very helpful. ⁴⁴

From the definitions above, it can be said that songs can be a new air in creating learning activities in the classroom, especially learning languages, there is

⁴⁴Supeno, “Using songs to improve students’ pronunciation”, *International Conference, Universitas Negeri Makassar, Indoenisa*. Vol. 65 No. 1 from [file:///D:/3/jurnal/6292-14868-1-SM%20\(1\).pdf](file:///D:/3/jurnal/6292-14868-1-SM%20(1).pdf) Retrieved on 15th july 2020

rhythm and music and speech used by active speakers can make it easier for students to understand English itself. In this research, the researcher used popular songs for collecting the data of listening to the English songs.

D. Listening Ability in English songs

Listening to the song means that you appreciate the lyrics , rhythms, vocal and melody and try to understand the meaning. Songs is part of music which contains lyrics being sung. The use of music and song in the English language–learning classroom is not new. There are several reasons that songs might be helpful for learners. Young learners enjoy music activities. Music activities help the learners to relax and are beneficial in learning a second language. Speaking environment that more closely to intercultural communication skills is necessary for students to understand English and to be understood by other.

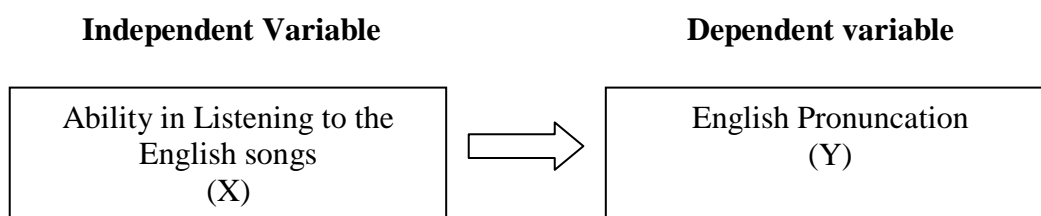
Based on theories above, the researcher conclude that learning listening is the most important thing in language teaching especially English. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Listening Ability in English songs can help young learners improve their listening skill and pronunciation, therefore potentially helping them to improve their speaking skills too. Perhaps the greatest benefit to using songs in the classroom is that they can be fun.

E. Frame of Thinking

In mastering English the students should understand the component, aspect and skill in English. These skills are listening, speaking, reading and writing. Listening is one of fundamental language skills and important skill in foreign

language classroom. Furthermore Listening is thus fundamental to speaking. Pronunciation is one aspect that must be learnt by the students if they want to make a good speech. Therefore, good pronunciation is necessary to support the ability to communicate in English orally.

The problem of pronunciation usually appears because the system of the English pronunciation is different from that of learners' native language system. Ability in listening to English song needs to improve students' pronunciation ability. When the students' listen to English songs, they will pay attention to the way the singer pronounces the words. In addition, in order to sing a song well people should be able to pronounce every single word in the lyric as well as the singer does. It was make students enjoy and fun practicing their pronunciation. Students' ability in Listening to English songs will help them to increase their will of learning English. Based on the theory review and preliminary research, the researcher assumes that Ability in Listening to the English songs has correlation with English Pronunciation. Then, the researcher tries to make frame of thinking as follows:



F. Hypothesis

Hypothesis can be interpreted as a temporary answer of the research problem, until proven by the data collected.⁴⁵ Based on the theoretical framework of this research, the hypothesis is formulated as follows:

H_a : There is correlation between students' ability in listening to the English songs and their pronunciation mastery at the first semester of the eleventh grade at SMAN1 Seputih Agung Center of Lampung in the academic year 2020/2021.

H_0 : There is no correlation between students' ability in listening to the English songs and their pronunciation mastery at the first semester of the eleventh grade at SMAN1 Seputih Agung Center of Lampung in the academic year 2020/2021.

⁴⁵ Suhaimi Arikunto, *Prosedur PenelitianE. Hyothesis: Suatu Pendekatan Praktik* . (Jakarta: PT Rineka Cipta. 1998). P.62

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